

II

Golf . M + W . 12-2 .

1. Full swing . Long iron . short .

- 1) Body turns to rt.
- 2) Wrist cock - rt. leg stiff .
Lt. arm straight .

Top of swing . — club .

- 1) Wrist cocked
Lt. arm straight Rt. arm in .
- 2) Pull down with Lt. arm .
Rt. arm in .
- 3) Uncock test - arms in to body .

Impact .

- 1) Wrist uncocked .
- 2) 2 arms straight .
- 3) Finish left side

Follow-through

- 1) Centrifugal force - head down . Δ
- 2) Balance point - weight on left heel

Rhythm - speed , weight .

Armed path - throwing ball underhand .

Think - of ball .

Swing .

- 1) Full pivot
- 2) Firm grip - Lt. hand .
- 3) Right elbow to ground
- 4) Still right leg
- 5) Bent at waist .
- 6) Eye on ball .

Putting.

- Index finger of left hand overlaps little finger of right hand.
- Thumbs straight down shaft.
- Open palms.
- Elbows.
- Right forearm - right thigh.

"How We Do It"

Class Instruction in Golf

IN the following outline, I have tried to put down on paper the way we go about teaching golf. I have not described the analysis of the swing, the form for strokes, the stance, grip, and actual skill knowledge. The teacher of golf should acquire her knowledge of skill from having her own strokes analyzed and from actually playing the game. Also, there are some good books on golf from which teachers can supplement their knowledge, but it is difficult to rely entirely on these. Actual firsthand technique will be of great benefit to the teacher.

I. Equipment Suggested.

A. Four clubs for each student or pair of students: (1) Driver or wood, (2) mashie, (3) midiron, (4) putter.

B. Balls: (1) Soft cotton practice balls, (2) regulation inexpensive golf balls.

C. Cocoa mats—one for each pair of students (49 cents each at Sears and Roebuck).

D. Putting equipment: (1) Rubber putting discs for inside, (2) cups or tin cans sunk outside, (3) strip of carpet for inside.

E. Golf cage (not necessary).

II. Progression in Teaching.

A. Grip, stance, address.

B. Mashie with three quarter swing: (1) Easier than a full swing, (2) elements in this swing common to all swings, (3) use whole method of teaching.

C. Midiron, leaning full swing: (1) Still have the "feel" of an iron, so change is not too radical; (2) use all of learned technique, but build to complete swing.

D. Woods: (1) The length of this club makes the "feel" different, so it is learned later, (2) same technique is used as for midiron swing, (3) teach toeing-up ball if possible.

E. Putter: (1) This can be taught any time after the mashie stroke is well under way, (2) this varies class instruction, yet is so different from regular swing that it is not harmful to partly-learned technique, (3) more variation and individual style permitted in this than other strokes, (4) hard balls used.

III. Formations for Teaching.

A. In lines with plenty of room for full swing.

B. In a hollow square with instructor in the center, students hitting outward.

1. In a gymnasium students hit toward walls.

IV. Methods of Teaching.

A. Always have students practice without balls, practicing grip, stance, address, and swing to be worked on that day.

B. Work in partners, assisting and correcting each other.

1. Give students definite points for which to watch: (a) grip, placement of thumbs on shaft, etc., (b) stance, width, relative position to ball, etc., (c) head, remaining still, eye on ball, (d) swing, sweeping back swing, cocked wrists, etc., (e) pivot, turn of legs and hips first in both upswing and downswing, turning around rather than settling back into hip, etc.

C. Hitting soft balls, partner still assisting.

D. Some game or skill device: (1) To see how they are progressing, (2) to add interest.

V. Interest Devices.

A. Mashie.

1. Lifting ball to prescribed height on inside or outside wall: (a) Keep own score, some such method as two points for every correctly lifted ball, one point for every ball hit but not lifted, minus two points for every entire miss.

2. Lifting ball so that partner some distance away can catch it.

3. Lifting ball over paddle tennis or badminton nets.

B. Midiron: (1) Partners playing against each other, count stroke from one designated place to another, (2) driving for distance.

C. Driving: (1) Same as for midiron, (2) drive hard balls: (a) Into cage, (b) from prescribed place, i.e., edge of football

field to other end: (A) All driving 5 balls and then all going at same time to collect them.

D. Putting: (1) Count strokes trying to hit partner's heel at some distance, (2) counting strokes into rubber cups at various distances, (3) drawing circles on floor and putting to these circles, (4) clock golf.

E. Combined strokes.

1. Count strokes from one place to another, using: (a) One drive, two putts, and any number of midiron or mashie strokes.

2. Set up holes with hazards: (a) Football or hockey goals to shoot over, (b) boxes to chin over, (c) paths used as the rough, take a stroke and toss ball over shoulder to fairway, (d) bushes to shoot over or around.

VI. The Game.

A. Arrange for class to go to course and play around: (1) All play total round, or each play certain number of holes.

B. Arrange for class to watch a good golf match.

VII. Rules and Etiquette.

A. Teach rules and etiquette all along during course.

B. At least one rules session for questions and answers.

DOROTHY DAVIES
Southern Illinois Normal
University, Carbondale

Still A-Shufflin'

THE wharf and its colored folk who sing, dance, and work there! Life along the river has long been romantic, colorful, and happy. The Chattahoochee, with its muddy waters, has seen much history—tools, cloth, and caskets freighted down the stream to Apalachicola and the Gulf with no set schedule of time for reaching the thirty to one hundred wharf stations which waited with keen anticipation for the coming of the boat that many a day rested lazily and impatiently on a sand bank where the waters were shallow. Cotton and syrup went upstream to Columbus, and singing voices could be heard round the bend waiting the minor strains of the colored roustabouts to the tapping and shuffling of feet, anxious to reach the wharf where mammies sang and watched, bootblacks danced, little girls in big bows of vivid ribbon played, old bent "uncles," once roustabouts on the "Fannie" themselves and fine dancers, waited, just a-watching for a chance to walk across the plank and swap tales. And so, river life rolled easily along with the negroes playing the leading roles.

And A-Tappin'

Wishing to be authentic in planning a tap and clog program, the Columbus High School girls' physical education classes went first to the river. Captain Lapham of the present steamer invited the girls to tour the boat. What fun! Into the kitchen; the center recreational hall edged with life preservers; the bunks with their double decker beds; the pilot house; the life boats; and best of all the deck hands—what an education! From the boat they went to the high school for negroes where the industrial and mechanical arts as well as the scientific and academic subjects were taught, and here were guests at a show by the pupils. It is odd that white people curl their hair and colored people use straightener. It is also a point to make that while we stage shows modeled upon negro life and manners, they do the same. The performance to begin with was a copy of vaudeville, with chorus dances and rumba songs. During the show, real talent began to make its appearance and from then on we learned many new things. For several hours the colored children showed the whites the dancing that is their heritage. Thus, the dances of our demonstration are copies of the original. Bill Robinson's steps are also featured, and moving pictures are educational in this field as in many others.

Within the Columbus High School proper much correlation developed from this project. The English classes wrote prose and poetry having to do with the negro population, both in the years gone by and today. Some of this is included in the programs distributed to the members of the Southern District of the American Association for Health, Physical Education, and Recreation. The programs themselves were designed by the mechanical arts classes, and the sketches and artistic design were the work of the art class. Civics classes studied river transportation, labor problems, and the advantage of opening the river to commercial traffic again—a question which has been before the public and the legislative bodies

Charting Field Hockey Rules

By

ALMA EBELING

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Wilson Teachers College, Washington, D.C.

FIELD hockey has now become a part of the physical education curriculum in many junior and senior high schools throughout the United States and Canada. It is a game with a tremendous appeal to girls of the ages represented by these two groups. They enjoy it thoroughly, even though they may lack skill.

In many sections of the country, where the hockey season is short, where each girl cannot afford to purchase

a rule book, or in a situation where the group meets only once or twice a week, it is difficult to develop the group to a stage where every team member is getting the fullest enjoyment out of the game. Therefore, to increase the pleasure of each girl and her mates, a thorough knowledge of the rules, especially those which have to do with penalties, formations, and positions is essential. In such a

(Continued on Page 520)

Penalties in Hockey (Chart based on 1937 rules)

Penalty	When Taken	Where and How Taken
Free hit	1. Foul in field of play outside of circles 2. Foul by attacker—in striking circle	1. One hit for opponent on spot where foul was committed. 2. All others 5 yards away. 3. Ball must be hit by another player before she may hit it again. 4. Ball motionless. 5. Cannot use scoop stroke. 6. Ball put on edge of striking circle, other same as above.
Bully	1. Foul by both sides at same time.	1. On spot where foul occurs.
Center Bully	1. At beginning of game. 2. After each goal.	2. Same position as center bully
Roll-in	1. Ball over side line	1. Generally taken by halfback with stick and feet behind line. 2. Ball rolled (not thrown) so it touches alley within one yard of where it crossed side line. 3. All other players out of alley until ball leaves hand of roller.
25-Yard Bully	1. Ball over goal line not between goal posts. a) By attacker b) Defender beyond 25-yard line intentionally. c) Off-sticks of opponents. d) Penalty Bully in which ball goes out of striking circle or over goal line not between goal posts.	1. On spot opposite the place ball crossed line. 2. By forwards nearest that spot. 3. No bully nearer side than 5-yard line.
Corner Hit (Ball placed 3 yards from corner.)	1. Ball over goal line not between goal posts. a) Off stick or person of goalie, hit by attacker outside of circle. b) Off stick of defense unintentionally.	1. Attackers sticks and feet behind circle. 2. Player with ball may stand feet over line. (All other players 5 yards away.) 3. All defense team sticks and feet behind line. 4. All may cross line as soon as ball is hit. 5. Player hitting may only hit once before someone else touches it. 6. Ball must be stopped momentarily before shooting goal.
Penalty Corner Short Corner 10 yards from nearer goal post	1. Foul by defense in striking circle. 2. Over goal line, not between posts, intentionally by defense.	1. Same conditions as above, except that ball is placed 10 yards from nearer goal posts.
Penalty Bully	1. Willful foul by defense in striking circle when goal would probably be made. (Example: Forward shoots; goalie stops ball with foot and holds ball.)	1. By defense who made foul and attacker selected by team. 2. Ball bullied 5 yards from goal line in front of center of goal line. 3. All other members of both teams beyond 25-yard line. 4. Ball played until it goes over goal line, or sticks of attacker or defender.

aid of scissors. This is accomplished by gripping the edge firmly with the thumbs and forefingers of both hands or just by pressing with the nail of one thumb while the strip is held taut, and then ripping across as if it were a piece of cloth. The type of strapping used in the treatment of injuries incurred during athletic activity is determined by a knowledge of the stresses imposed by the athlete's position, and their relationship to the weakness or injury that exists.

Applying adhesive to an extremity naturally constricts the part to some extent, a procedure not without danger, particularly in inexperienced hands. To obviate this danger the strapping must be applied from the tips inward or from below upward; moreover, while the tape is being applied, any dependent position of the limb must be avoided; the limb should be elevated. Otherwise the whole dressing should be slit after its application has been completed.

One should not overlap strips of adhesive tape across the midline of the dorsum of the foot or across the anterior midline of the leg. Important vessels lie beneath, and a space of about one-half inch left uncovered over this area will permit free circulation. This is of special importance in dealing with a sprain accompanied by swelling, or even in old injuries without swelling.

Adhesive tape should not be placed in direct contact with wounds. It will prevent access of air to the wound and so favor the growth of potentially dangerous bacteria

which develop only in the absence of oxygen. It will also prevent free drainage, an essential requirement in the treatment of infection.

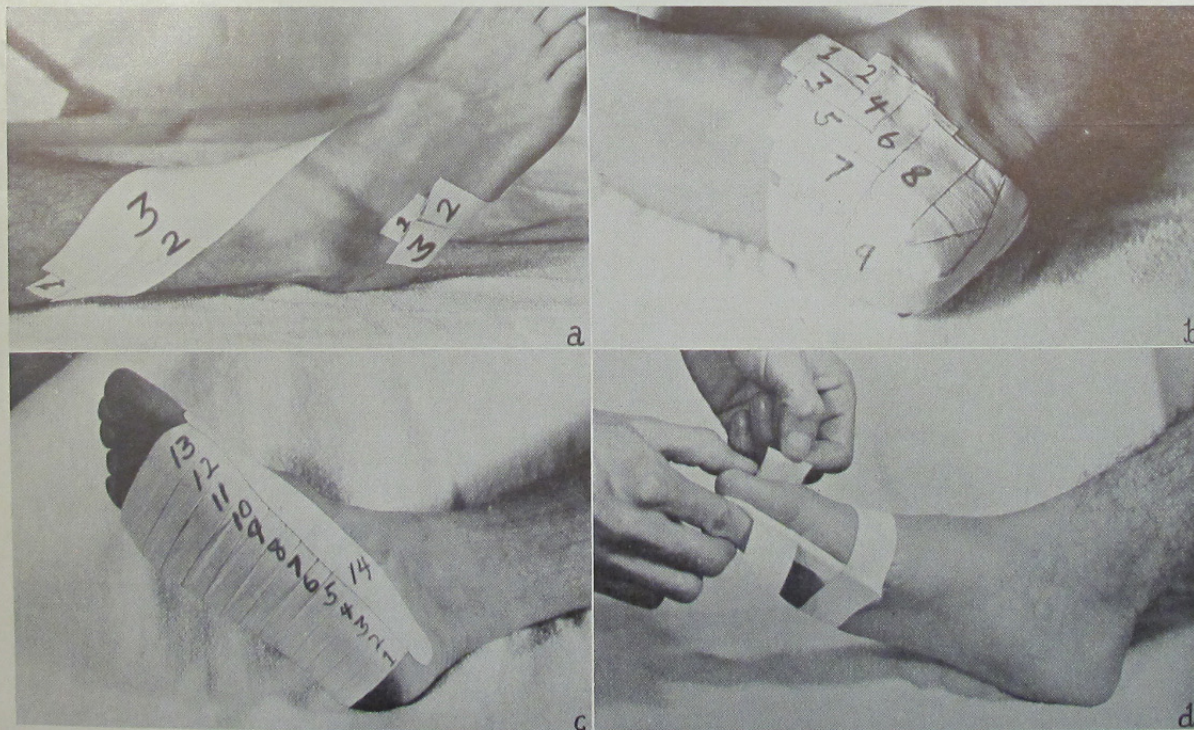
Most wounds or abrasions incurred during athletic activity become infected, unless some preventive measure is applied. Adhesive tape, when left on the skin too long may produce irritation and dermatitis. Blistering will result if the tape is applied over skin stained with iodine. As for severe sprains of the knee joint, when accompanied by redness and swelling, the immediate application of adhesive plaster dressing is seldom tolerated.

Attention to the following precautions will allow many of the dangers mentioned to be avoided. Any space allowed between two strips of adhesive tape will tend to produce a blister, therefore, strips always should overlap. Too light a strapping causes much discomfort and swelling at the untaped tip of the heel. On irregular surfaces, such as joints, narrow strips can be applied in a much neater fashion than wide strips. When waterproofing of adhesive strapping is indicated, it is easily accomplished by painting it, after application, with collodion, shellac, or other kinds of varnish. Wherever possible adhesive strapping should be covered with a neatly applied bandage.

To insure relaxation and to maintain the position of an extremity, it is advisable to use a support while it is being bandaged. A little, wooden, four-legged support (horse) is used frequently by trainers to facilitate bandaging of the extremities. This allows a part to be raised off the table and enables one to place strips of adhesive tape around the extremity without disturbing its position.

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Below: (a) Strapping for weakened longitudinal arch. (b) Strapping for stone bruise of heel. The foot should be in plantar flexion. (c) Strapping for flat, weak foot and arch. (d) Support for fracture or dislocation of large toe. The strap does not encircle the foot.



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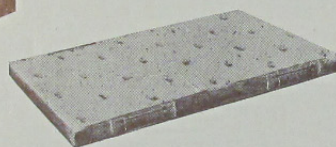
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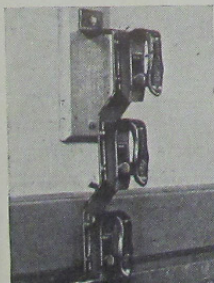
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Charting Field Hockey Rules

(Continued from Page 504)

situation the teacher finds herself faced with the necessity for shortcuts in teaching, so as not to take too much time from actual practice in the field. Therefore, the following hints and chart should be found helpful.

After one indoor talk describing the game and places of players on the field, introduce a few of the simpler rules. The next lesson begins outdoor technique practice. Reserve further blackboard talks and discussion of rules for rainy days when possible—every season is bound to have some. As hockey is a complicated game the chart shown below has been found effective in clarifying the puzzling points for the beginners. With a mimeographed copy of this chart for each girl, it is amazing how quickly the student grasps the intricacies of field hockey. The results of its use can readily be seen. It speeds up the game and everyone knows what to do and when to do it.

The chart is divided into three columns labelled *Penalty*, *When Taken*, and *How and Where Taken*. It can be used year after year, keeping it up to date by checking with the current official field hockey rules. The following copy is based on the 1937 official rules and may need changes before using it in 1938.

Sports Day Powwow

(Continued from Page 505)

We were especially fortunate in securing highly qualified officials. They were Miss Janet Turner, a Leland Stanford graduate; Miss Mary Greene, Sargent College, who teaches at St. Mary's Academy, Leavenworth, Kansas; Miss Miriam Wagner, University of Nebraska, Director of the Girl's Physical Education Department of the University of Kansas City, Missouri; Miss Joie Stapleton, Kansas University, a member of the supervisory staff of the Health and Physical Education Department of the Public Schools; and Pattric Ruth O'Keefe, University of Missouri, Assistant Director of the Health and Physical Education Department, honorary official.

These officials worked in pairs and gave splendid officiating service with these vigorous games.

The linesmen were Indian alumnae who had won the school award. The timers, also alumnae, were under the direction of Miss Dora Peters, a member of the physical education teaching staff. Scorekeepers were not needed since scores were not the ultimate aim.

The timekeeper's whistle sounded for the last time, and the teams, after refreshing showers, assembled in the school cafeteria. Resplendent with gay fall colors and decorated with all the symbols of the Harvest Season, this room was a perfect setting for an Indian Feast. The tables, seating one-hundred eighty people, were arranged so as to enable everyone to face the speaker's table. Winding pumpkin vines blossoming with brightly colored flowers formed the centerpiece of each table.

At each place was a transformed brown paper sack which had the appearance of a bright feathered head-dress, colored and named to represent the respective

S. Pittman; August 20—"Some Debatable Issues in Health Education," J. B. Edmonson; August 27—"Playgrounds in Great Britain."

Functions of the Nutritionist

(Continued from Page 483)

among any large group of adults. This, I am sorry to say, is as true of the teaching profession as of other groups. It may have a more far-reaching and disastrous effect, however, when teachers adhere to them because these false or foolish ideas are certain to creep into their teaching. The nutritionist can do much to eliminate these fads and follies by presenting scientific information at teachers' meetings and relating it to the health of the teacher. Also, it has been demonstrated repeatedly that the teacher who becomes interested in improving her own diet is likewise interested in improving her pupils' diets.

THE nutritionist's place in school health administration would therefore be both advisory and supervisory. She should be a source of authoritative nutrition information and opinion for the school system. She will not know all the answers to questions and problems that arise, but she should know where to turn to get the answers or to get information that will help to answer them. It is evident, from the responsibilities which she is expected to carry and from the contributions which she is expected to make, that the nutritionist must be a person who has had good training and experience in both the science of nutrition and the art of teaching. She must be primarily an educator with a scientific attitude, and with the ability to work with others in the cooperative task of promoting and protecting the health of school children and teachers.

Techniques of Supervision

(Continued from Page 487)

the situation and the supervisor. The techniques discussed here have been found helpful in one situation, in another they may be less effective. As long, however, as the supervisor has child growth as an objective, and has a high standard of the meaning of work well done, the means of achievement is of little consequence.

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Hockey Knowledge Tests for Girls

By DOROTHEA DEITZ and BERYL FRECH

Farmingdale High School, New York

12

WHAT are you doing about knowledge tests in sports? Many high school teachers, particularly in New York State, are concerning themselves with this urgent question, material for tests, and the time element involved.

The accompanying knowledge test in hockey emerged from our own attempt to incorporate the teaching of skills and the testing of both skills and knowledge into one comprehensive unit for presenting hockey to the high school girl and measuring the results.

Most teachers have long since adapted the generally accepted hockey skill tests to their own presentation of techniques. It is therefore our purpose to set up a hockey knowledge test: (a) suitable for grades 9-12 inclusive, (b) comprehensive in scope, (c) efficient to administer, and (d) basically sound but flexible so that it may be readily altered with changing rules or supplemented as desired.

The test given below meets these conditions as follows:

a) To meet the varying degrees and stages of learning, experience, and skill, *one test* might be used for grades 9-12 if questions ranged from the very simple to the difficult, and if the papers for each grade (9-12) were marked on a separate norm or curve for that grade. We use the quartile rating scheme, but any other plan could be easily adopted.

b) We wished to include questions covering those techniques which are universally taught to high school youngsters, as well as knowledge of rules and playing situations, but to stop short of tedium.

c) Thirty minutes is sufficient time for answering the paper. Papers were checked with a key sheet and the correct answers totaled in 1½-2 minutes per paper.

d) Since the test must be mimeographed, any question or group of questions may be altered or omitted as the individual teacher wishes, or the whole test may be supplemented.

The following results are based on the first year of testing 172 girls:

Grade	Number Tested	Score Range	Median Score	Average Grade
9	80	13-57	38	37.9
10	42	28-69	50	49.4
11	26	29-72	52	53.1
12	24	34-70	58	57.3

HOCKEY KNOWLEDGE TEST

Fill in the blank spaces. In all other cases *circle* the correct answer.

Name
Class

- For all drives the hands should be (together, apart).
- For all drives the hand should be on top of the stick.
- Excessive bending of the wrists during a drive may cause
- At the height of the backswing the body weight should be on the (left foot, right foot, evenly divided).
- To avoid fouling you cannot raise a hockey stick above the
- The handle of the stick should be (straight up and down, slanted forward) for a stick stop.
- To stop the ball with the stick, keep both hands together at the top of the stick. (true, false)
- To make a stick stop, you should have both stick and body facing the line of direction of the ball. (true, false)
- A dribbler should never look up or she may lose the ball. (true, false)
- While dribbling, keep the ball just ("off" the right foot, "off" the left foot, in front of both feet.)
- For dribbling the ball, the hand should be lower on the handle.
- In making a straight tackle, hold the stick (in front of, at the side of the body).
- To tackle, place the right hand (well up, down) on the handle of the stick.
- The players taking a legal bully may stand in any position as long as the ball is on the line. (true, false)
- Players taking a bully first hit (sticks, ground).
- These must be hit alternately times in order to complete the bully.
- A push pass can be made in any direction. (true, false)
- For short passes to the right use a (left hand lunge, push pass, right drive).
- The (right, left) foot should be forward at the time of the lunge.
- At the time of the lunge the sticks should be held in (both hands, right hand, left hand.)
- The foul most frequently called at the time of a left hand lunge is
- Most new players start a dodge (too soon, too late).
- For a dodge to the right the ball should be played to the opponents (stick, non-stick) side.
- In a dodge to the left, both the player and the ball pass on the opponent's side.
- In the right drive the ball is hit off the right heel. (true, false).
- The right drive is used most frequently by the (right, left) wing.
- A player making a circular tackle must be (even with, behind, ahead of) her opponent.
- To scoop successfully, you play the ball from the (toe, curved part) of the stick.
- A hockey game is started by a (free hit, roll-in, bully, corner).

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Hockey Knowledge Test

(Continued from page 366)

30. If a player of the attacking team hits the ball with the rounded part of her stick, a.....is given the opposing team.
31. There is no whistle for the.....bully.
32. No one can be nearer to a bully than (3, 5) yards.
33. If you advance the ball from any part of your body, you should (play the ball immediately, wait until an opponent plays it).
34. Each goal in hockey counts (1, 2, 6) points.
35. A hockey game is played in (halves, quarters).
36. The right half back marks or guards the opposing left (inner, wing).
37. On a roll-in all players must be out of the.....
38. A hockey ball may not be touched with the hand (true, false).
39. A goal keeper may kick the ball (true, false).
40. "Turning on the ball" is a (method of tackling, a foul, a privilege of the goal-keeper).

“Skiing, From A to Z,” is a small book that came out late last winter. It is made up entirely of “still” pictures taken from a movie reel. The “stills” are in sequence and show the skills and techniques very clearly. The author is Dr. Tmstutz, the publisher, Oxford University Press.



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